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THE FOLLOWING PRINCIPLES FOR CONDUCTING COLLEGE-ADULT READING PROGRAMS WERE IMPLEMENTED IN THE WESTERN MICHIGAN UNIVERSITY READING PROGRAM--(1) THE TEACHER MUST STIMULATE, INFORM, AND GUIDE, (2) EVERY STUDENT SHOULD KNOW HIS OWN READING ABILITY AND SELECT FOR HIMSELF THE READING SKILLS HE NEEDS, (3) THE STUDENT SHOULD UNDERSTAND THAT HE CAN IMPROVE HIS READING ABILITY, BUT THAT THIS IS HIS RESPONSIBILITY, (4) HE SHOULD SET UP HIS OWN READING OBJECTIVES AND ATTAIN THEM AT HIS OWN RATE AND ACCORDING TO HIS OWN PLAN, (5) HE SHOULD BE TAUGHT TO READ THE REQUIRED TEXTS EFFECTIVELY, (6) HE SHOULD EVALUATE HIS OWN ACHIEVEMENT AT THE BEGINNING AND END OF THE TERM, AND (7) THE INSTRUCTION SHOULD BE SIMPLE, DIRECT, AND SPECIFIC. COLLEGE STUDENTS AND ADULTS IN THE COMMUNITY PARTICIPATED IN THE NONCREDIT COURSE WHICH CONSISTED OF 15 MINUTES OF CONTROLLED READING STUDY, 25 MINUTES OF DEMONSTRATION AND LECTURE, AND 10 MINUTES OF CLASS DISCUSSION. MEETING TWICE A WEEK DURING THE SEMESTER, THE STUDENTS LEARNED TO APPLY READING TECHNIQUES DIRECTLY IN THEIR ACADEMIC WORK AND WERE TAUGHT HOW TO MAKE BETTER USE OF THEIR OWN READING MATERIALS. THIS PAPER WAS PRESENTED AT THE NATIONAL READING CONFERENCE (TAMPA, NOVEMBER 30 - DECEMBER 2, 1967). (NS)

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IMPLEMENTATION OF AN EIGHT POINT PROGRAM AT THE COLLEGE-ADULT LEVEL

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At the sixteenth annual meeting of the National Reading Conference the writers (2) set forth eight principles to be considered in conducting a college-adult reading program. Following this presentation, discussion centered around the implementation of the program. In response to several inquiries the writers have attempted to show in this paper how each of the eight principles is actually applied in providing instruction in reading at the college-adult level.

An Over-View of the Program

Participants in the college-adult reading program at Western Michigan University are freshmen, sophomores, juniors, seniors, graduate students and adults in the community. Their ages range from 16 to 65 years. Classes of 36 to 40 students are common in this non-credit course. Classroom procedures consist of lectures, demonstrations and laboratory work, and the actual application of reading techniques to the study of textbooks and reference material used by the students as they prepare for their regular academic work. A typical class period consists of approximately fifteen minutes spent with Controlled Reading Study, twenty-five minutes in demonstration and lecture, and generally ten minutes with class discussion. Classes meet for fifty minutes twice each week during the semester. Demonstrations frequently make use of students in the group who ask for assistance with specific problems. Many demonstrations, for example, show how to skim a textbook, how to read for main ideas, how to read a short poem, or how to read for problem solving. The writers wish to emphasize that the materials used in demonstrations consist of the students' own textbooks. Individual conferences and extra-class group discussions are encouraged. It is assumed that the effectiveness of the reading program is proportionate

to the number of students who ask for conferences and who participate in "seminars" for extra-class discussion. Students are shown how to apply reading procedures directly in their academic work and are taught how to make effective use of their own reading materials. Pauk (3) at Cornell is an outstanding exponent of this approach. Four staff members of the Psycho-Educational Clinic participate in the college-adult program and share the responsibilities of conferences and extra-class group meetings and seminars. In order to utilize fully the experiential background of the students the "Buddy plan" of study is encouraged. This approach to learning utilizes the informational background of two students as they work together to accomplish their common purpose. The implementation of the eight principles followed in conducting this program will be briefly discussed.

The Teacher Must Stimulate, Inform and Guide

This basic principle can be applied by showing students how effective reading contributes to their success in the classroom and on the job. Generally students are not predominantly interested in learning about the development of reading skills until they see how they are directly related to their success in the classroom and on the campus. Economy of time

and effort seems very important to them. Students can be shown how reading ability differentiates superior and inferior college students. The characteristics of good readers and good students can be pointed out. Most important of all, it can be shown that college men and women can improve both their reading skills and their point-hour-ratios. Class discussion at this time can be stimulated so as to bring into the open opinions, attitudes and points of view in which the student is concerned. All activity in the class must be goal-oriented and result in progress toward the student's objectives. The sequence of events in this process is, first, stimulation which leads, second, to the activity of purposeful reading, investigation and study. Third, difficulty is experienced and, fourth, aid is suggested by the instructor and frequently reenforced by class discussion. This, in turn, can and does, in the majority of instances, result in, fifth, achievement and success on the part of the student. The reporting of an actual problem illustrates this sequence of events. John, a sophomore reading at the 35 percentile, was having difficulty in his social studies class. His instructor, who apparently was trying to stimulate his class so that students might have the satisfaction

of seeing for themselves cause-effect relationships, had asked his students to read several texts dealing with the reconstruction period following the War of the States. John's stimulation had led to activity and later to difficulty. He reported that he was lost in a muddle of events which to him had neither beginning nor end. In providing aid for John in the adult reading class, he was shown how to identify major historical events and minor incidents which led to them. He was shown how these major events in turn contributed in a consequential manner to other situations and circumstances. In accomplishing this goal, John was shown how to outline materials from all sources under three headings, <u>events</u>, <u>causes</u> and <u>consequences</u>. In this manner he was able to summarize all the important historical details of the reconstruction period. This systematic study resulted in a term paper which was graded A by his instructor. John reported his success in the reading class and his enthusiasm stimulated other members of the group to employ a similar approach in areas of concern to them. Guidance can be provided by meeting the needs of students, by well-planned programs, and by lectures, demonstrations and free discussion periods.

Every Student Should Know How Well He Reads and Should Select for Himself the Specific Reading Skills He Needs to Acquire

This principle can become operative by the administration of a reading test having educational significance to the student and by the use of the Informal Reading Inventory in Appendix A of the text, Reading, A Key to Academic Success (1). The Iowa Silent Reading Test, Advanced Battery, has been employed chiefly because data resulting from its administration are understandable to and usable by the student. Guidance can provide for him information concerning both the quantitative and qualitative aspects of this test. Class distributions can be made so that each student can compare his status to the performance of his peers. Individual scores can be explained in terms of percentiles so that each student can see for himself what reading skills he possesses and what skills he does not possess. The Informal Reading Inventory provides more detailed and individualized information concerning the student's needs. Certain physical, psychological and environmental factors which may affect his reading performance can be identified and interpreted. Class discussion can bring into sharp relief the student's attitudes and some of his immediate problems. Even his "gripes" and the

reactions of his peers to them can be informative. The reading test scores, data from the Informal Reading Inventory, and class discussions of the student's adjustment in his environment aid him in determining his own reading and study needs.

The Student Should Understand that He Can Improve His Reading Ability and that the Responsibility for Doing So Rests with Him

Principle three can be applied in part by helping the student to believe that he can do what other college students have done. Barbara, for example, during her sophomore year had an initial score on the Iowa Silent Reading Test of 188 and a final test score of 201. These scores have grade percentiles of 67 and 96, respectively. It is obvious that this young woman is a better than average reader. She was, however, in academic difficulty apparently because of her inability to make effective use of her textbooks. In the class in Adult Reading, Barbara's major objectives were reading for main ideas, learning what to accept and what to reject, and learning how to read in the field of literature. During a class period, Barbara reported that she had not only improved in her ability to read but in her ability to organize and express her ideas in writing as well. It was apparent

that Barbara had assumed responsibility for the accomplishment of her objective and that her self concept was enhanced by her success. This was stimulating, not only to Barbara but to the members of the class as well.

Principle three can be employed by demonstrating to the student that he, according to his own records on file in his folder, has increased his performance with the Controlled Reading Films (4) shown daily in the classroom. His growing vocabulary lists in the various content areas and his added skill in identifying main ideas in his own textbooks furnish proof of his reading progress. He strives for more and more gains and has the realization that as an adult he is successful and responsible for his own progress. This reassuring evidence has its effect upon the class. Students can be encouraged to relate to members of the group their successes in applying suggestions made in the course. Discussion of individual problems opens the way for instruction directed toward the needs of the individual and furnishes the instructor more and more knowledge concerning the requirements of his class. Mike, a senior, reported that his chief problem in reading was one of concentration. It was found that nearly all the students in the class experienced this difficulty. Consequently,

three class periods were devoted to a discussion of physical, psychological and environmental factors affecting ability to concentrate. Remedial measures were suggested and students were encouraged to apply them. Individuals reporting success in dealing with their problems provided marked group stimulation. Success then became contagious.

Each Student Should Be Given An Opportunity to Set Up His Own Reading Objectives and to Attain Them at His Own Rate and In Accordance with His Own Plan

This principle can be applied by encouraging the student, after he has selected the reading skills he needs to acquire, to develop them as he completes the requirements for his college classes. Mature college men and women appreciate being "on their own" and free from an overemphasis on "directed activities" which they report are stressed in their college classes. Students are advised to make use of their text, Reading, A Key to Academic Success, by reading and applying that which is related to their immediate needs. Contents of lectures and demonstrations are selected to meet a wide range of subject matter requirements. Individuals in the class are encouraged to take ideas from all sources and put them to their own use. The

student, as far as possible, is made to feel that he can get help with this project by asking for assistance. Generally, with the student's permission, his problem is discussed before the class and suggestions are provided by the instructor and by students in the group.

From the teacher's point of view, this principle can become operational by showing students how to develop certain basic skills which can be applied at various levels and in different content fields. Chapter reading, for example, can be taught and demonstrated simultaneously to individuals reading at several levels and from a wide assortment of textbooks and reference materials. Each semester students reading at the 6th, 8th, 10th, 12th and college levels are used in a demonstration to show how this objective is accomplished. The visual, auditory, kinesthetic, tactual approach to word study is equally effective at all degrees of academic attainment. In fact, all of the reading skills developed in the class can be applied in most subject matter fields and utilized by individuals reading at grade levels six to sixteen. With this instructional plan in operation, grouping to compensate for individual differences is not essential to the success of the program. Although the

lectures and demonstrations are presented to all the students at one time, the instruction remains individualized to the extent that each student selects his own reading objectives and attains them in his own way. This principle can best be utilized by stimulating the student to accept reading concepts, approaches and techniques expressed in the class which he can apply creatively to his pattern of activities on the university campus.

Attention Should Be Given to Physical, Psychological and Environmental Factors Which May Affect Reading

Principle five can be utilized by careful survey of data resulting from the Informal Reading Inventory so as to identify the physical, psychological and environmental factors which may affect the student's reading performance and academic success. In Part I of the inventory physical, psychological and environmental factors are explored by means of questions which may be answered by making a circle around Yes, No, ? In Part II of the inventory the reading areas of vocabulary, concentration, work-study skills, rate of reading, problem solving and critical reading are investigated by questions to be answered in the same manner. This inventory, along with interviews and observations of

the student, helps to individualize the reading program and to discover some of the causes of the student's reading disabilities. To remedy or mitigate causal factors, cooperation with individuals from other disciplines is necessary. Frequently the services of physicians, counselors, and academic advisors are required. Group discussions and "seminars" designed to provide group therapy provide aid to the student and furnish information concerning the student's needs and attitudes.

The Student Should Be Taught to Read Effectively the Texts Required in His Courses

This crucial principle can be applied by showing students as they use their own materials how to:

Read for main ideas

Read for a purpose

Read to make ideas their own

Learn what to accept and what to reject

Learn to skim a textbook

Develop adequate rate and flexibility

Learn to concentrate

Learn to read various kinds of literature

Learn to read in the field of mathematics

Learn to read in the field of science

Learn to read in social studies

Learn to read creatively

These reading skills are developed by means of lectures and demonstrations which stimulate the student to apply what he has heard and seen to his regular daily work. An attempt is made by the instructor to show how each skill is related to the academic success of the student. Guided activities are suggested, and the student is given an opportunity to carry out those which he believes can be helpful to him. The more capable student, with ideas of his own, is challenged to accept or reject his point of view by reading references suggested to him. Well-supported disagreement is encouraged. Time is spent during each class period in discussing problems encountered by students in doing their reading for class preparation.

Instruction Should Be Simple, Direct and Specific

Principle seven can become effective by means of well planned lectures and demonstrations which are based upon aims to be achieved, materials designed to accomplish these objectives and well selected procedures and techniques. Instruction should be concerned with practical approaches rather than abstract theory about reading. It should consist

of well structured directions to the student designed to show how various reading skills can be developed and integrated in a goal-oriented process which aids the student in accomplishing his purpose. Little can be achieved by "just teaching" or merely imparting facts no matter how important they may be. Instead, they should be chosen and designed to accomplish a purpose--the student's purpose.

Guided activities, an integral part of each chapter in the student's text, Reading, A Key to Academic Success, are designed to help the student bridge the gap between instruction on how to read and the application of this information to the reading of his textbooks and reference materials. The student is able to see the relationship between these activities and his academic work. He is not apt to look upon them as "busy work."

The Student Should Evaluate His Own Achievement at the Beginning and End of the Term

Principle eight is made advantageous by the administration of the Iowa Silent Reading Test both at the beginning and at the end of the semester. Profiles are drawn by the student and kept in his folder which is filed in a steel cabinet in the laboratory. The student uses his folder each class period for keeping intact his daily scores derived from the

Controlled Reading Study, his completed assignments, his informal inventory, and his vocabulary lists for each of his courses. Some students add clippings from newspapers and magazines. The folder of each individual is a source of both objective and subjective evaluation. Progress over five months time can be evaluated in terms of interests shown by the student as well as by his achievement.

The student's estimation of his growth is of real importance to him. He can determine his improvement in terms of whether or not he can identify main ideas in his texts, read for a purpose, and actually make ideas his own. He can evaluate his growth in terms of whether or not he is able to master the contents of a chapter and integrate new ideas with old. He can evaluate his progress in terms of grades he has earned in his classes and in terms of his ability to concentrate during reading and study activities. A significant gain in standard scores between the initial and final testing is to the student a source of added confidence and pride in real achievement.

Summary

In general, the eight principles can be effectively applied in teaching reading at the college-adult level by stimulating, informing and guiding the student so that he

can use more advantageously his college texts and reference materials as he meets his regular academic requirements. The emphasis should be upon stimulation and guidance with instruction focused upon the immediate needs of the student. Each of the other seven principles is merely a means to this end.

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